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AUTHOR De Carlo, Julia E.
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ABSTRACT

Written to focus attention on the emerging philosophy and practice of whole language, this book serves as a "portfolio" for the graduate or undergraduate student who is interested in pursuing ideas, considering issues, and thinking about problems related to whole language. The 48 selected articles from 24 major education journals presented in the book provide a broad view of what professionals are thinking and experiencing with whole language. Each chapter includes background information to help focus on pertinent ideas, and key questions, discussions, and activities end each chapter. Chapter 1 (Understanding Whole Language) presents articles by authors such as Dorothy J. Watson, D. Ray Reutzel, and Judith M. Newman. Chapter 2 (Whole Language versus Traditional Reading Instruction) includes articles by Gayle Glidden Flickinger, Maureen Siera, and Jeannette Veatch. Chapter 3 (Instructional Considerations) presents articles by James F. Baumann, Steven A. Stahl, and Gerard G. Duffy. Chapter 4 includes articles on using literature with whole language by Bernice E. Cullinan, Maribeth Henney, and Nancy Larrick. Chapter 5 includes articles on the "writing connection" by Martha Grindler, Julia Shinneman Fulps, and Linda DeGroff. Chapter 6 presents articles on whole language in the multicultural classroom by authors such as Hwa-Ja Lee Lim, Beth M. Arthur, Pamela J. Farris, and Selina J. Ganople. Chapter 7 includes articles on content areas and whole language by Dixie Lee Spiegel and Elfrieda H. Hiebert. Chapter 8 includes articles on assessment by Sheila Valencia, Jane Hansen, and Wayne M. Linek. Chapter 9 offers articles on teachers and parents with whole language by Sean A. Walmsley, Jill Burk, and Philip Vassallo, among others. Chapter 10 includes articles on "research signposts" by Kenneth S. Goodman, Pamela J. Farris, and Vincent E. Hamman. (RS)

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